Hi everyone,

Below, please find a summary of your feedback, my proposed changes, and a question about what I don’t know about. We’ll talk more about this at the final presentation.

**Summary of Feedback**

There was a strong call to bring in local projects. We should be connected to the world around us – the plight of the homeless was brought up as a good example. Similarly, I can rely on students to bring in speakers locally. 392 had too much overlap with 391. It was recommended that the content of the two courses be more distinct.

Should the first assignment be to propose a researched project? Each student should present a well-researched project to the class and then students can vote for the project they like best by deciding to do that project. Wednesday of week 2, we are committed to a project.

Shop should have more structured instruction. For example, could we have the first hour of each shop section dedicated to some instruction for the first few weeks?

We should reinstate current events. Each group should be responsible for reporting a current event each class.

We should hear more from each group. Each Wednesday, each group should have to report something about their project – what they may have learned or a failure or present challenge that other groups may help them with.

The interventions are appreciated, and potentially we should add some more. For instance, should we all decide to “enlighten” people on campus, conduct a survey about how people feel about appropriate technology, or the like and report back about our experience.

More field trips, more talks from practitioners,

Structure: Call for more curriculum structure, learning objectives and themes. More structure in the design process and improved accountability of students – although the “free structure” and lack of pressure is also appreciated. My concern is that when I define what you are going to learn, then am I teaching you to interpret things creatively? I don’t think so. Then I have to wonder if I’m being authentic in rejecting more structure, or do I just not know how to teach this stuff? It’s hard to be sure. I know that I was much more confident about content and goals when I started teaching this in 2008. I know much more now and could probably “teach” more competently than I did then, but with this increased experience (wisdom?) comes a lack of confidence to define myself as a teacher and I feel more competent facilitating and let the education define itself. It’s that part of me that listens to your redesign and creates with you intentionally.

There is a call to implement projects. This reminds me of a failure in Guatemala. We designed our projects in a house where no one lived because I wasn’t convinced that the projects would work. They worked great and the plan was to extend them to homes in the following year. However, many saw the projects as not benefiting the people because it was done in a “laboratory house”. I think we need to be careful because in the implementation, there are consequences of failure that extend beyond. The challenge is to find a safe container to explore while still be connected to others. I’m interested to hear more ideas.

We should meet outside on sunny days.

There was one call for increased of scholarly articles. I’m open to examples.

Community: I could have a student volunteer make a Facebook page and see what happens.

**Proposed changes for next quarter:**

Before the class begins, I will notify students that they will have one week to propose a researched project to me by Midnight, Sunday night via Email. On that Monday, I’ll provide the few projects that are recommended and on that Wednesday, students will confirm the groups. Webpage will be established by Sunday night at the end of week 2. I will suggest local and international challenges alike.

There will be an announcement on the first day that:

1. Someone could set up a Facebook page if they like.
2. Someone should identify a place to meet outside if the class wants to; and another person to volunteer to come in and turn out the lights.
3. We need guest speakers, and I’ll ask students to work with me to secure more speakers. I also realize that we could have more speakers from the class with experience like Mariah and her mama. I know Jordan and maybe Beth could have given presentations about experiences they’ve had.

I’ll speak with the shop people to see what kind of instruction we could have. I think that Bonderson is not equipped to teach classes as they are in IME where they have ~20 welding setups. I’ll communicate with IME and see what we have there.

There will be 4 self interventions:

1. Don’t throw anything away – Week 2
2. What do you think about development (structure to be developed with class) – Week 4
3. Empathy Intervention – Week 6
4. One of your choice – Week 8

Starting Week 3, there will be a current events presentation by one group each class day except for the three presentation days.

Starting Week 3, each Wednesday, we will have a group check in with “what did we learn since last Wednesday?”

**What I’m not sure about**

What I’m not sure about is how to improve accountability on the part of each student in a group and in the class. As far as the class is concerned I think I will not provide the exam for students beforehand next year and I will put an equal amount of points on multiple choice and short answer questions that actually *test* things we’ve spoken about in class.

I have the Email for each person on how the group dynamics worked/is working out. I instituted this to get feedback from the group and instill some accountability for the students. Is there a way we can reflect group participation in the final grade without harming the group interactions, creativity, or class atmosphere?